

The image features a composite of three faces, split vertically into three panels. The leftmost panel is dark and shows a person's face in profile. The middle panel shows a person's face looking forward. The rightmost panel shows a person's face looking slightly to the right. The faces are rendered in a dark, monochromatic style. On the far right, there is a solid dark blue vertical band.

Three Faces of Racialized Oppression

Inclusive Communities Lunch & Learn Series

Sheridan

Land Acknowledgement

We would like to acknowledge that the land on which we gather has been and still is the traditional territory of several Indigenous nations, including the Anishinaabe, the Haudenosaunee Confederacy, the Wendat, the Métis, and the Mississaugas of the Credit First Nation. Since time immemorial, numerous Indigenous nations and Indigenous peoples have lived and passed through this territory.

We recognize this territory is covered by the Dish with One Spoon treaty and the Two Row Wampum treaty which emphasize the importance of joint stewardship, peace, and respectful relationships.

Sheridan affirms it is our collective responsibility to honour and respect those who have gone before us, those who are here, and those who have yet to come. We are grateful for the opportunity to be working and living on this land.

Things to Know



☐ THINGS

☐ YOU

☐ NEED

☐ TO

☐ KNOW

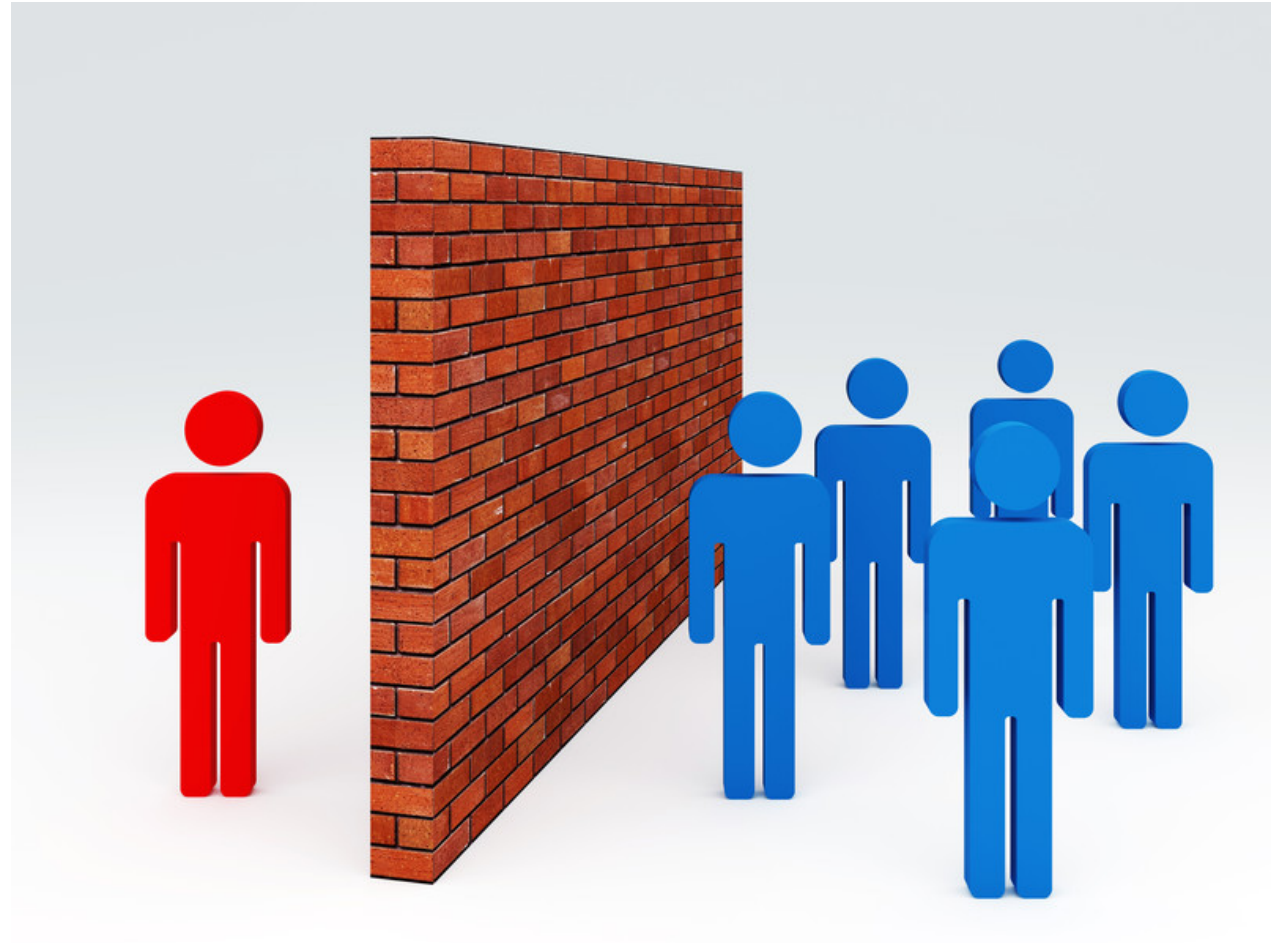
Learning Objectives

- Define at least three forms of racialized oppression
- Identify ways in which racialized oppression is exhibited in the classroom and workplace
- Share tips about how to develop anti-racist habits and behaviours



What is Racism?

- Racism is a system of advantage/privilege and oppression based on race and ethnocultural identity.
- It is an interlocking complex of interpersonal behaviours, social attitudes and structures that serve to reinforce and keep white-body supremacy in place.

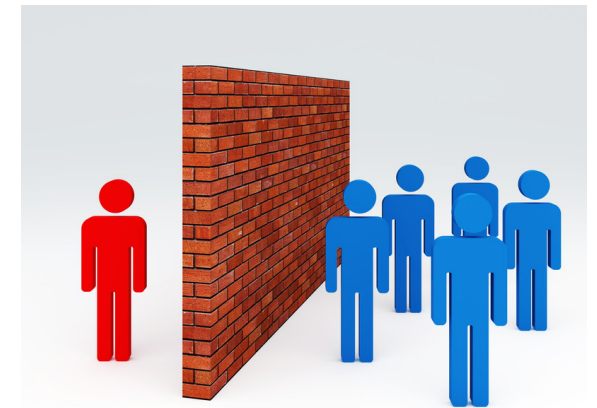


What is Racism?

Racism =
Prejudice +
Discrimination +
Power

“Race was never just a matter of categories. It was a matter of creating hierarchies...or the creation of racism, was really about the invention of a dominant group.”

Robin D.G. Kelley (PBS, 2005)

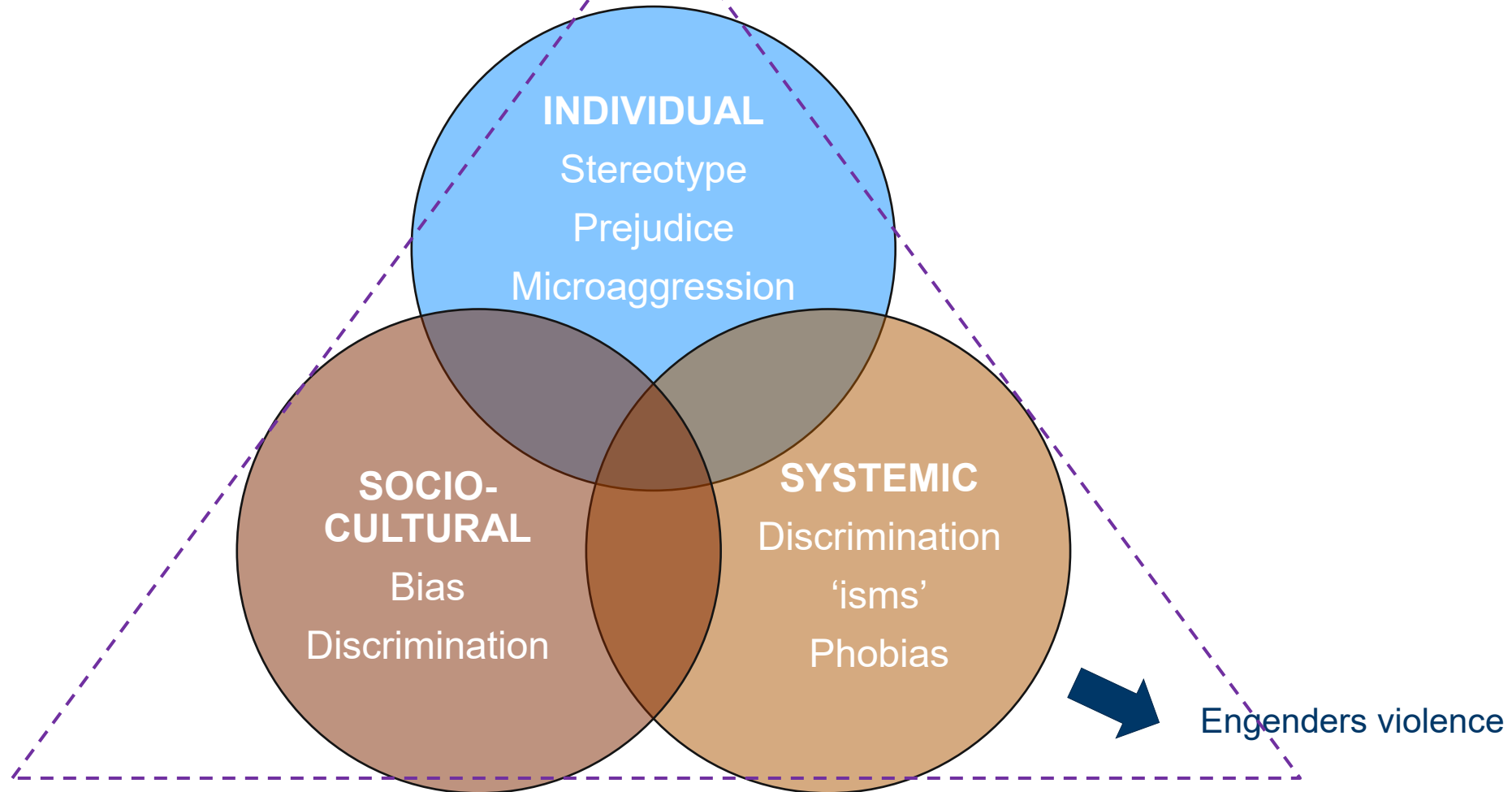


Construction & Deconstruction of Race

- Race was equated with biological, genetic and physical difference
- Biological differences have been discredited
- Legitimized European control, domination and exploitation of people/nations deemed non-white
- Race now understood as a social construct, where some are marginalized or oppressed



Three Faces of Racialized Oppression

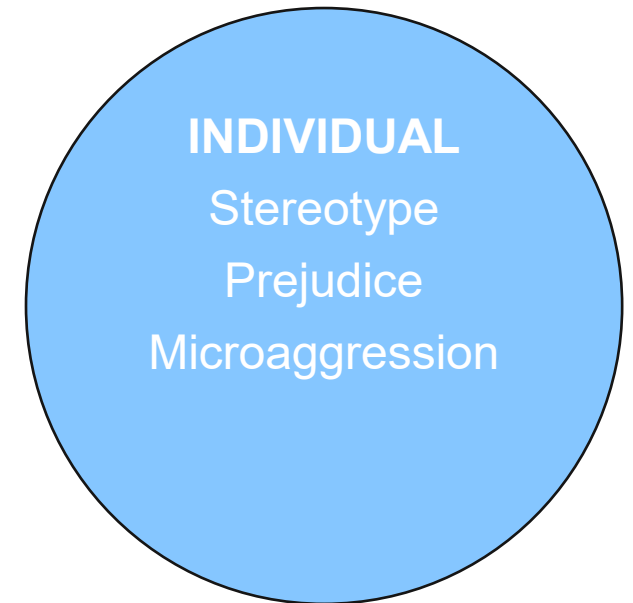


Individual/Interpersonal Racism

Stereotype: A belief that is generalized to an entire community or population

Prejudice: A preconceived opinion that is not based on reason or actual experience

Microaggression: Typically subtle, unintended form of racism that demeans another's person, identity or background





Scenario A - Individual / Interpersonal Racism

During a class discussion, a number of students are discussing a topic covered in the course material. Patrice, one of the only Black students, raises her hand and challenges another student's point, leading to a brief back-and-forth between the two.

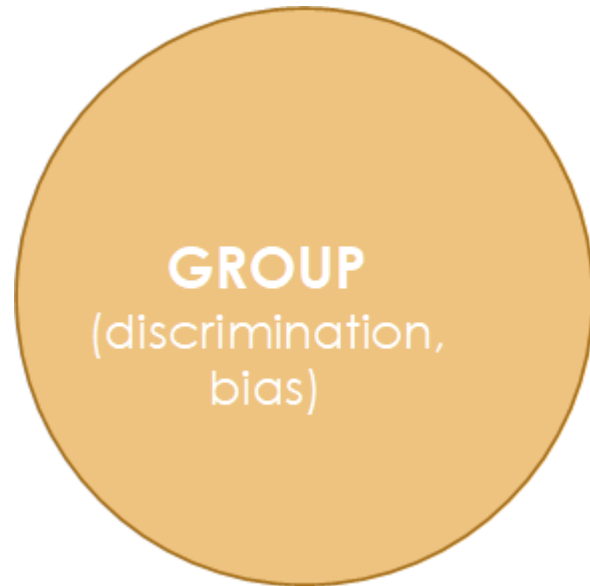
Professor Jennings feels that discussions often become overly intense when Patrice is involved. She asked Patrice to remain behind after class and, during their discussion, she advised Patrice to "calm down" and "be more respectful". For the rest of the semester, Patrice was quite withdrawn and rarely participated.

Impacts of Individual/Interpersonal Racism

- Trauma responses in those who experience accumulative targeting
- Emotional, psychological and physical impacts of being hyper-vigilant in anticipation of racist acts
- Stereotype threat of: (a) being identified with a negative stereotype; or (b) confirming an existing negative stereotype
- Self-fulfilling prophecy of performing less than one's full potential



Socio-Cultural Racism



Social discrimination: Marginalizing behaviours enacted by members of the *dominant group*. This dominant group is the group with the most power, greatest privilege, and highest social status.

Cultural bias: Tendency to interpret the behaviour of individuals or groups based on what is normative according to one's own social or cultural identities.

Scenario B – Socio-Cultural Racism

A class project requires students to work in small groups to create a presentation. Students formed their own groups, leaving Ralish to approach a group she wanted to join.

Sometimes, the group members chat about their weekends and don't invite Ralish into the conversation. Two group members keep asking Ralish to repeat herself when she speaks. At another meeting, one group member said to Ralish, "You're getting so good at covering your accent. You must be proud."



Impacts of Socio-Cultural Racism



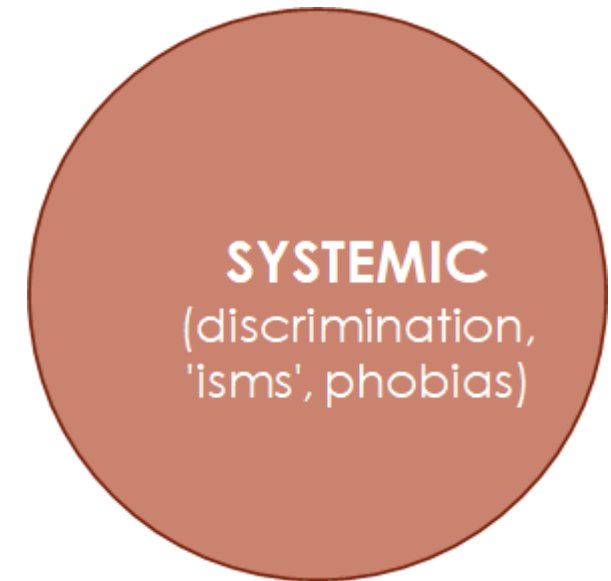
- Social exclusion, isolation, lack of a feeling of belonging
- Lack of social power and, therefore, lack of safety
- Difficulty navigating 'in-group' spaces for those on the margins/'out-group'

Systemic/Structural Racism

Systemic discrimination: A system in which policies, institutional practices and other norms reinforce racial inequity.

'Ism': Systems of advantage based on social identity categories (eg., race, age, sex, class)

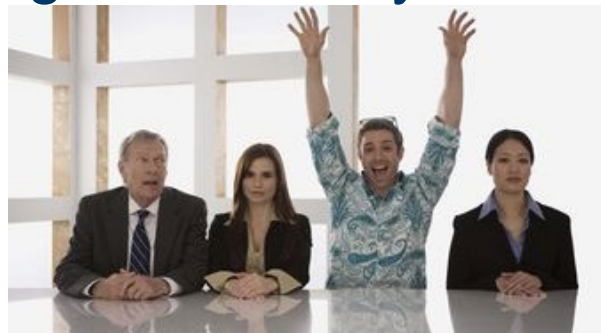
Phobia: An irrational fear of members of marginalized groups (eg., transphobia, homophobia, Islamaphobia)



Scenario C - Systemic/Structural Racism

Sheridan is hiring for an IT manager. The final two candidates have identical qualifications and experience. Jacob McMillan worked with the hiring manager at a previous institution. In the hiring panel's assessment, Jacob is described as being a "good fit" for Sheridan, having "clear communication" and in his interview he "never looked defensive or uneasy."

Min Zhang received the highest overall score of all candidates and was assessed as "not maintaining eye contact and nervous," "not appearing to be a strong leader" and her "accent may get in the way of communicating effectively with others."



Impacts of Systemic/ Structural Racism

- Further expand educational attainment gaps, which are wider for Indigenous, Black and racialized people
- Risk of frustration, disengagement and alienation of Indigenous, Black and racialized people
- Marginalization of Indigenous, Black and racialized scholarship making them invisible in the curriculum
- Lack of Indigenous, Black and racialized representation in the classroom and the academy



5 Tips for Being An Ally



Developing Anti-Racist Habits

- Become aware of your own stereotypes, prejudices and biases related to racial identity
- Be willing to put your own comfort at risk to interrupt racism
- Be self-reflective about areas of privilege and leverage these to support Indigenous, Black and racialized people
- Listen and be open to receiving feedback from Indigenous, Black and racialized people about your behaviour and take action to adjust these
- Be aware when you are asking one Indigenous, Black or racialized person to represent many
- Be intentional about including Indigenous, Black or racialized people in your social networks
- Consider 'allying' for Indigenous, Black and racialized people within your sphere of influence
- Those privileged with institutional power, conduct regular audit of policies, procedures and practices to ensure equity for everyone

Thoughts, Questions, Responses



<http://talentformula.ca/wp-content/uploads/feedback.jpg>



Final Reflection

*“Until the philosophy
Which holds one race superior
and another inferior
Is finally and permanently
Discredited and abandoned
Everywhere is war.”*

~ "War" by Bob Marley, 1976

Join us for the Upcoming Conversation!

Sheridan's Academic Accommodation Policy and Procedure for Students with Disabilities

Date and Time: September 15, 2021, 12:00-1:00

Target Audience: Faculty/Staff/Students

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